

MODULE

3

Interview Fair??

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change"

- Charles Darwin

Agenda

1. Dear Data Reminder
2. Spotting Spin (Media Bias) (15 minutes)
3. What Would Willie Say (Credible Websites) (20 minutes)
4. Finalize Group Topics (15 minutes)
5. How to write an email (10 minutes)
6. What's Skype (5 minutes)
7. Skype interview (25 minutes)

Activities

Reminder of Dear Data Due Date and Expectations

Spotting Spin (15-20 min)

Purpose:

To give students a tangible example of bias in news media and to begin a discussion on the goals of journalism, the feasibility of true objectivity, the ethics of incorporating opinion into published news, and other important related topics.

Materials:

The definition of **spin**: a form of propaganda, achieved through providing a biased interpretation of an event or campaigning to persuade public opinion in favor or against some organization or public figure.

[Video](#) - MSNBC vs Fox's coverage of a Michelle Obama speech (1-2 min video)

[Article](#) - What political affiliation does facebook think you have

Blue Feed vs Red Feed - WSJ tool to simulate facebook feeds targeting liberal vs conservative individuals.

Directions:

First, explain to students the concept of spin in news media, then show the video as an example. Preface the video with that we aren't looking to demonize either organization, only to look at examples of spin in order to talk about ethics and implications. After the video, enter into discussion questions 1-5 but continue as long as students want to keep talking about the topic.

Next, pull up the instructions document so students can find what Facebook thinks their personal political views are. Once all students get to it, pull up the red feed vs the blue feed so they can see just how differently facebook gives news to conservatives and liberals and compare and contrast with the news that they usually see. Continue with the rest of the of discussion questions.

Discussion:

Pt. 1

1. What should the goal of journalism be? Does the video meet this goal?
2. Is true objectivity in journalism even possible?
3. How should news media balance slant for entertainment, and the boring facts?
4. Is it ethical for news organizations to blatantly cater to certain groups' ideas?
5. What are some of the outcomes of slanted news passing itself off as objective?

Pt. 2

6. How can you, personally, deal with the abundance of slanted news in order to get the most accurate understanding of a situation, and how can you deal with being targeted with news that you subconsciously agree with?
7. Is facebook using your political preferences to advertise news media you already agree with ethical?
8. What are the implications of this practice on a large scale? How do you think it affected this election?
9. How do you feel about Facebook cherry picking what you see with its algorithms?

What Would Wille Say? (15-20 minutes)

Purpose:

Students will be able to distinguish between credible and non-credible websites.

Materials:

Computers

Directions:

1. Divide students into groups of three or four and have each group choose a research topic.
2. Have each group find two credible websites and one uncredible, -BAD- website. Make sure to express that the students should try to find less obvious uncredible sources so as to fool the class.
3. Have each group present their three websites to the class. The class will try to guess which of the three is unreliable.
4. If the group is able to fool the class, they win! (this is to deter people from just using BuzzFeed or something)

Discussion:

1. How can you tell the difference between a credible and non-credible website? What are

- visual cues?
 - a. At a glance characteristics? Colors, formatting, ads, domain?
 - b. More subtle differences? Citations, author?
- 2. Why would citing a non-credible website hurt your data journalism article?

Work Time to Decide Final Project Topic (10 minutes)

How to Write an Email (10 minutes)

Purpose:

Students will be able to write a compelling email to an interviewee.

Materials:

Computers

[Source](#)

Directions:

1. Show students the [example](#) email asking to speak to someone about their project.
2. Explain the importance of each line in the email so they can create a personalized email if they choose.
 - a. The first line should add context/ explain why you are emailing them.
 - b. The next line should be more specific. Why are you emailing this person out of all the people?
 - c. Include a specific question to further demonstrate your interest and preparedness.
 - d. Thank them for any time they are willing to give you.
3. Give some quick additional tips as to how to write a good email
 - a. Always say hi!
 - b. Try just their first name in the first line to avoid being overly formal
 - c. Be complementary, but do not lay it on too thick.
 - d. Make sure to say you're a student because they are more likely to want to guide someone young
4. Give your students about 5 minutes to research someone in their general field of study they may be able to interview (they do not have to interview this person, but it is a good start).
5. Have each group write at least one email to one professional they could potentially interview

What's Skype? (5 minutes)

Purpose:

Students will be able to feel prepared during a skype interview.

Materials:

Computers

[Source](#)

[Source 2](#)

Directions:

1. Give students some general pointers on how to conduct themselves during a skype interview in the future
 - a. Treat it just like a normal interview!

- b. Choose your location wisely
 - c. Keep your resume close by
 - d. Have a list of points you want to make sure to get through
 - e. Stay actively engaged (no opening other tabs!)
 - f. Take notes
 - g. Follow up after
2. Make sure they don't have any questions

Skype interview (25 minutes)

Purpose:

Students will be able to feel prepared during a skype interview.

Directions:

1. Give the students background on who they are interviewing (could be your quadmamte, an alumni friend, your parents, etc.)
 - a. This activity can be moved around depending on interviewee availability, but should follow the "What's Skype" activity
2. Have each student individually write at least 3 questions for the interviewee using the "good questions" tips from last module
3. Conduct the skype interview!
 - a. Try and have every student ask one question
 - b. Remind students normal skype interviews will be one on one
 - c. Have fun with it! It does not have to be an interview about anyone's life story. Play a game, make up a narrative, etc.
4. Discuss what went well and what could be improved upon if time allows

Crowd Sourced Sophs Survey

<https://goo.gl/forms/N6DFf7YH4ME8wKH62>